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ABSTRACT

Maryland's Labor Education Achievement Program (LEAP) worked with a wide diversity of union workers in multiple industries and within numerous private companies and public agencies over a dispersed geographic area. Staff development included a workshop for local coordinators and a teacher inservice training session. LEAP provided workplace-specific, competency-based literacy instruction to 664 union workers in 3 cycles of classes between April 1991 and September 1992. Thirty-seven classes were offered at worksites, union halls, and other locations. Employers contributed classroom space, employee bonuses, paid release time, workplace materials, and newsletter coverage. Challenges were worker motivation, employer transition, and time requirements and time-sensitive aspects of literacy analysis and work-based curriculum development. Support services included child care and transportation stipends and informal counseling and referral. Computer-assisted instruction motivated adults who wished to improve computer skills to enroll. LEAP developed a curriculum resource guide for the food processing industry, developed a Peer Mentor Training Program, and trained union members to identify, recruit, and mentor literacy students. It improved workers' basic and work skills and motivated learners to pursue additional education or training. (Publicity materials and project forms are appended.) (YLB)

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FINAL PROJECT REPORT

ED353386

PROJECT LEAP: THE LABOR EDUCATION ACHIEVEMENT PROGRAM

A PROGRAM TO IMPROVE THE LITERACY LEVEL AND PRODUCTIVITY OF THE WORKFORCE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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A Formal Partnership
Between the
Maryland State Department of Education
and the
Metropolitan Baltimore Council of AFL-CIO Unions

Demonstration Grant # V198A10232
April 1, 1991 - September 30, 1992

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INTRODUCTION

This report represents the results and findings of Maryland's Labor Education Achievement Program (LEAP) of the National Workplace Literacy Program (NWLP) for April 1, 1991 to September 30, 1992. The report will share findings specific to the activities planned as part of this funding period. It also represents the cumulative knowledge and experience gained over three funding cycles in the national workplace literacy program. In addition, the section on Key Findings will discuss observations and results in the context of this current project and the experience gained over a longer term in engaging in work based education as part of the project.

The report of the External Evaluator will discuss data related to achievement of specific project goals in greater detail.

Selected project forms, data collect instruments, documents and other materials are included in the Appendix for reference and to enhance the usefulness of this report for other organizations interested in conducting work based education.

To enhance the understanding of the findings reported in this document, it will be useful to summarize some of the unique aspects of the LEAP Project. The project is a partnership between the Maryland State Department of Education, as the education partner required by the program, and the Baltimore Metropolitan Council of AFL-CIO Unions, as the business partner. As a result of the partnership with the union, the project has several distinctive characteristics which affect the delivery system. The findings of the project should be viewed in terms of these characteristics which are typical of the perspectives outlined so effectively in Worker Centered Learning by Tony Sarimento.

As a result of the partnership with the union, the companies, organizations, and learners recruited to be a part of the project were union affiliated. Since the union partner is a Council of unions, the project was affiliated with a potential base of over a hundred extremely diverse unions - from the Food and Beverage Workers to the Oil, Chemical and Atomic Workers. The project was involved with private sector employers and also public state and municipal employers through the AFSCME, American Federation of State, County and Municipal Employees. The Council also had membership in the seven metropolitan political jurisdictions surrounding the city of Baltimore Maryland.

As a result of the partnership, LEAP worked with a wide diversity of union workers in multiple industries and within numerous private companies and public agencies over a dispersed geographic area. These characteristics of the project necessitated a decentralized delivery system with mini local teams as well as a core project level team.

PROJECT ADMINISTRATION

The project was staffed by a part time Project Director - Patricia Bennett of the Maryland State Department of Education (MSDE), a part time Project Coordinator for MSDE (Eric Byrd), a Project Coordinator for the AFL-CIO (Debra Brown-Felser of the Community Services program of the Baltimore Metropolitan Council of the AFL-CIO Unions), a full time Peer Counselor (Jean Wardenfelt) and a part time Peer Counselor for the Lower Eastern Shore.

At the local level, mini local teams were formed which included a local Coordinator, who was usually an administrator from a community adult education and literacy provider, hourly teachers, and representatives from the management and union of the company or organization involved in that project site.

The Partners - the Project Director, the two Project Coordinators, and the full time Peer Counselor - met biweekly in regular meetings for planning and implementation. In addition, there were several project level meetings which included the Partners and all the local coordinators.

The project Advisory Committee met several times during the project. The Advisory Committee included the Partners, local coordinators, leaders of local unions, employers, and other community representatives interested in work based education - such as the local network news station.

This structure enabled the project to have a broad base of input from and dialogue with the various stakeholders in the project at the local and community levels as well as the Partner level. Although the structure was complex and communication was frequently time consuming because of the number of individuals involved, it provided one of the strengths of the project. All individuals affected by the project had an opportunity to help shape the project as it operated in their organization. The structure also facilitated individualizing and adapting the project to the needs and characteristics of each organization. This resulted in a highly participative and individualized design process for each site.

Job descriptions were available for all of the project staff as well as the local coordinators and hourly instructional staff. The teacher job description has been further refined based on additional review and input from the teachers and local coordinators.

Staff development for the project was a priority and was conducted more frequently than in previous funding cycles. Although staff development was conducted by the Project Director with other project staff, there were also opportunities for teachers, local coordinators, and project staff to participate in conferences designed to include national experts in work based education.

Since most people working on the project had been involved with LEAP in two previous grant cycles, most training was oriented to introducing staff to new aspects of the project, reinforcing previous effective practices, or developing new skills, and introducing new materials. Since most teachers

were continuing, any new hire teacher orientation was done by the local coordinator.

Needs assessments were conducted as part of the follow-up and evaluation of each training event. Informal needs assessments occurred when the Project Director or partners visited the classrooms and spoke with teachers. Feedback from the Teacher, Learner, and local Coordinator surveys, which were part of the project evaluation system, were also used to identify training needs for teachers. The findings and recommendations of the External Evaluation Report for the previous LEAP funding cycle were also used to identify staff development needs.

Teachers were given stipends for attending training since all of them were hourly employees.

The project conducted a full day workshop for local coordinators in June which included (1) orientation to LEAP 3; (2) marketing materials and process; (3) learner recruitment; (4) literacy audits; (5) fiscal issues; (6) curriculum products and workplace instruction resources; (7) learner assessment; (8) project documentation; and (9) developing peer tutoring. Thirteen coordinators attended the training. The External Evaluator also attended. The project also conducted a workshop on December 10, 1991 on Evaluation. There were ten local coordinators who attended the workshop in addition to the MSDE and AFL-CIO LEAP staff. The External Evaluator and her staff conducted the workshop.

A teacher inservice training session was held on August 22, 1991. Twelve teachers attended this workshop. The topics included: (1) What is workplace literacy?; (2) orientation to LEAP 3; (3) instruction standards; (4) assessment; (5) individual education plans; (6) documentation; (7) learner support; (8) instruction; (9) curriculum resources; (10) program improvement; (11) briefing on other inservice opportunities; and (12) learner recognition.

All teachers who had not previously participated in a full day workshop on CASAS were enrolled in the CASAS workshops conducted through the Maryland State Department of Education.

In addition to these staff development activities, LEAP jointly sponsored a two day Professional Development Institute in October for the state which included a Workplace Literacy strand. The Project Director facilitated the design of this strand and consulted on the general session speakers. Teachers, local coordinators, and union partners attended this conference. Sessions related to workbased education included Tom Sticht on Workplace and Family Literacy, Linda Mrowicki on Designing Curriculum and Instruction for Workplace Literacy, the Center for Workforce Education on Developing Skills on Facilitating Group Learning, and National Workplace Literacy Program Models - presentations by four NWLP projects.

In the Spring, LEAP consulted on the development of the workbased education sessions to be presented as part of the Maryland Association for Adult, Community, and Continuing Education conference and sponsored LEAP teachers, local coordinators, and union partners to attend. The workplace sessions included: (1) Implementing a Workplace Literacy

Program: A Model for Business/Education Partnerships; (2) Overcoming Anxiety and Skepticism: Selling Workplace Literacy Programs to Management and Employers; (3) Work-Based Literacy Curriculum Development; and (4) Manufacturing Model for Work-Based Education. All sessions were presented by Project Directors or Staff from NWLP grants.

COMPARISON OF ACTUAL ACCOMPLISHMENTS AND PROJECT OBJECTIVES

1.0 Provide workplace literacy services to 800 union employees and dislocated workers in Maryland.

The project planned and recruited union workers for three cycles of classes - Summer, Winter, and Fall - between April 1, 1991 and September 30, 1992.

LEAP learners were predominantly middle aged (mean 39.6 years) workers who had been in their present job for 8.7 years and with their current employer for 12 years. The average learner had been engaged in the same type of work for 12.6 years. Blacks (59.5%) enrolled more often than Caucasians (32.9%) or Hispanics (2.3%). Women (59.8%) enrolled more often than men (40.2%). Only 10.8% of the learners were non-English speaking. At least 91% of LEAP enrollees had completed the ninth grade. Approximately 8% had less than eight years of education.

Although there were a variety of industries represented in LEAP, the largest group of enrollees were municipal workers (25.8%). Manufacturing (16%), garment (5.1%), and metals (13.4%) industries were the other primary industries represented.

The large number of municipal workers involved in the project are a direct result of the excellent cooperation, support, and high visibility that Baltimore Mayor Schmoke and his Labor Commissioner provided. Mayor Schmoke has been extraordinarily supportive of literacy in general, using the slogan "Baltimore - the City that Reads" for his administration. Specific to LEAP, he provided paid release time to any city employee to attend LEAP classes, attended the LEAP recognition ceremony each year, and did public service announcements for a local network television station for the project. In addition to the Baltimore City municipal workers, two other groups of municipal workers were involved in the project. Drivers from the State transportation department in need of a commercial driver's license and employees of a county highway administration also participated.

Worker recruitment was conducted primarily by the union. The union partner worked closely with each local union president and shop steward to identify the level of need and interest in each company or state/local municipal agency by conducting either a formal or informal survey (see Appendix). Multiple techniques such as announcements at union meetings, going through the shop floor and talking with workers at the time clock at the beginning or end of their shift, a project video tape, union newsletters, Public Service Announcements featuring Mayor Schmoke of Baltimore, payroll stuffers, flyers,

bulletin board notices, and direct mailings to former learners were used to recruit enrollees.

While the union partner was highly effective in identifying interested local unions and individual workers who were interested in classes, it proved considerably more difficult in this cycle than in previous ones to translate interest into actual instruction and classes. This was largely as a result of the economy. Several interested companies either closed during the project, experienced re-organization and work-force reductions, reduced hours of production, or experienced other serious economic impacts which absorbed their time and energy.

The project served more than eighty percent (664) of its projected participants. Although the 644 learners reported by the External Evaluators is less than the 800 projected, it does not reflect the full number served by the project. Several factors contributed to an underreporting of learners. During this project period, LEAP developed and implemented an extensive evaluation system which included computerized data collection of individual learner data. This system collected data on 641 learners from the Winter and Fall sessions.

A new data collection system for LEAP was implemented six months after the project had begun. We are in transition to capturing a more full reporting of participants. Early in the project period, some staff were not fully and accurately completing forms. Efforts were made to examine both the data collection system and processes. After a refinement of the system, a preliminary review indicates the accuracy has increased. The full LEAP enrollment is expected to be reflected in the evaluation data base in future projects.

1.1 Offer 96 hours of instruction to all participating workers.

Learners were given the opportunity to enroll in at least two classes for a total of 120 hours of instruction. Since each class was designed to meet the needs of a specific workplace, the hours of instruction for each class sometimes varied from a low of 24 hours to a high of 75 hours. The majority of classes offered 60 hours of instruction.

Thirty-seven (37) classes were offered at twenty (20) worksites, union halls, and other locations. For city municipal workers in Baltimore, most classes were not held in city buildings because of problems identifying appropriate classroom space with security for the scheduled class hours.

At some other sites, companies opted to hold classes at a community center or a school building in the neighborhood because of a lack of adequate or safe facilities for instruction. One company, East Alco, installed a computer laboratory and created an instructional classroom. Maryland Specialty Wire

built a classroom at an estimated cost of $7,000.00 to accommodate the classes.

Employers participated extensively in supporting and contributing to the project. Documented employer contributions were valued at a minimum of $55,163. Their support and assistance included dedicated classroom space - some very well equipped for instruction - bonuses to employees, paid release time, workplace materials, use of facilities including security services and utilities. Staff time - including planning, materials development, and meetings - newsletter coverage and company recognition ceremonies were also contributed.

1.2 *Provide Workplace - specific, competency-based literacy instruction.*

During the project period, there was an increased emphasis on literacy analysis/literacy audits to increase the workplace specificity of the instruction. A component of the staff development for local team coordinators included training in literacy analysis. The literacy analysis information was particularly effective in highlighting some of the communication skills necessary for sewing machine operator positions. At one site, the staff person conducting the literacy analysis spent 30 hours with company staff to do an analysis and begin developing related instructional modules using computer based learning. The improved literacy audits helped significantly to increase the degree to which instruction was workplace specific.

There continue to be many challenges in providing workplace specific instruction. The first challenge is the motivation of individual workers. Workers sometimes had little interest in increasing their skills and knowledge about their current job. As the project evaluation study found, only 11% wanted to improve what they perceived as their job skills. Some were planning to and hoping to leave their current job. Some felt already sufficiently capable of performing their jobs at a highly competent level by accommodation, even if they have not learned the underlying basic skills. Many were interested in improving their skills for other reasons. Other workers reported being burned out with anything related to their job and felt more motivated to learn something they perceived as "new" and different, rather than more about their jobs. The predominant (90.6%) reason workers identified for enrolling in class was self improvement. This made the task of developing workplace specific instruction highly challenging. It was possible to still meet the perceived needs of the individual workers within the context of a workplace curriculum, but more difficult, especially since this is a voluntary program.

Other challenges in providing workplace specific instruction resulted from the dichotomy in American business today.

Some employers had "dummy-ed down" current job tasks in response to the skills deficit they perceive in the workforce. Some acknowledged they needed a workforce with higher basic and technical skills in order to be competitive and to introduce new technology. A literacy audit was not always useful in this type of workplace. The current job tasks required limited basic skills; the future jobs were ill-defined in terms of tasks and underlying skills requirements. The rate at which new technology was planned for and introduced varied. Companies, especially small businesses, had varied levels of sophistication and interest in planning for the human resource demands required by this transition from jobs with low skill requirements to jobs which demanded intermediate and advanced basic skills.

These issues of worker motivation and employer transition continue to be extremely critical and challenging in obtaining a realistic literacy analysis and developing workplace-specific instruction.

Literacy analysis and work-based curriculum development was also the most time consuming and time sensitive aspect of the project. It required a significant amount of time to conduct an analysis and to have access to individuals and segments of the organization, such as the shop floor or workers who were doing production work. In addition, once the organization and workers had agreed to participate in the project, both parties wanted classes to begin immediately. The timing of conducting the analysis, developing instruction, recruiting workers, scheduling classes and assessing learners was not necessarily a neat linear process but became rather an art of balancing and maintaining worker interest, company motivation, and the time necessary for adequate development.

Instruction was developed through a variety of methods. Staff development workshops for the hourly teachers and local education coordinators shared work-based education curriculum products with project staff. These included products previously developed by this project for the Garment Industry, General Manufacturing, Health Industry, Food Service Industry and Union Workers. In addition products from other national workplace literacy projects and products from ERIC were made available. Appropriate commercial materials which might have some limited applicability were also shared.

The local education coordinator and the instructor used the literacy audit, company materials, LEAP products and other appropriate materials to develop instruction. In those cases where the analysis and the company indicated a need for a high school credential, instruction for the GED was also developed using workplace connections.

The Project Director, MSDE Coordinator and the AFL-CIO Coordinator and the Peer Counselor made site visits on a

regular basis to observe the instruction. The observations and the evaluation results indicated good implementation of workplace instruction.

The evaluation surveys indicated that there were still some barriers for some classes. These included learners who could not relate workplace instruction to their perceived needs. For example, some learners were interested in computer applications far beyond the limits of computer assisted instruction defined by the national program standards. Some teachers felt they needed more class time or more paid preparation to make the instruction workplace specific.

1.3 Provide participants with a comprehensive support system.

A comprehensive support system was in place for learners during the project. The project included a system for providing compensation for extra hours of child care necessary for learners who attended class. A simple registration form completed by the learner and signed by the teacher enabled learners to receive reimbursement for this expense. A similar system was used to provide bus tokens for learners who used public transportation.

Two thirds of the enrollees reported in the evaluation they had been informed about the child care stipends. Only fifty-one learners used the child care support service. Another thirty-nine learners reported on follow-up it would have assisted them to participate in the classes. Seventy percent of the enrollees reported in the evaluation that they were informed of the tokens for public transportation assistance. Transportation support services were provided to sixty-three learners; an additional fifty-four reported an interest in the service.

Although orientation to these support services was provided on the opening night of class, the evaluation results suggest it may also be useful to find a way to make this information available throughout the class period so that learners who find they have a need after classes begin could benefit from this support.

In addition to transportation and child care stipends, the project Peer Counselor was extremely active in assisting learners in the metropolitan area with informal counseling and referral. The project's close alliance with the Community Services arm of the AFL-CIO made the range of social services provided by their full time staff available to learners from a referral by the teachers, Peer Counselor, or other LEAP staff. Learners received some especially critical assistance from this resource during the project period. The stipends, the informal union communication network, the Peer Counselor, and the project relationship with the AFL-CIO Community Services group were invaluable in providing both the encouragement and safety net to help

learners reduce the barriers to enrolling in and completing classes.
The project conducted a follow-up survey of LEAP enrollees who did not complete classes to find out the reason for non-completion and what would have helped them to complete. Although two (2) former learners suggested on-site child care facilities, no other support service recommendations were cited.

From both the External Evaluation and from information provided by individual teachers on students in their classes, we continue to be aware that many of the learners in need of work based education services have lives where any change in the family system can crumble their existing family support systems, eliminate their discretionary time, or present typical adult life barriers. Some examples of the reasons for dropping out of one class are listed below. None of these could be assisted by the support services provided within the scope of the project.

- A LEAP enrollee had to share a vehicle with his working spouse to get to work. He had to lend his son a vehicle to get to work, after his son had wrecked his own car.
- A LEAP learner had to begin providing care for a spouse who was diagnosed with cancer and had a tumor removed. The learner's father was also ill with cancer.
- A LEAP learner in a rural area who walked a mile to class most of the time developed bronchitis, had sick children, and a conflict with the children's father who did everything he could to prevent her from attending class.

2.0 *Develop a regional approach to workplace literacy and disseminate information on the implications for management and implementation in a multi-site and multi-industry program.*

The project was conducted in a multi-site program offered at over twenty locations in seven different jurisdictions including the highly urban environment of Baltimore City, several suburban counties in the metropolitan area, and two extremely rural counties of Maryland - Cecil and Wicomico.

The project experienced great success in all areas of the state except the lower Eastern Shore. This project period was the first in which LEAP attempted to conduct classes in this very rural part of the state which has a distinctive culture and employment environment.

The lower Eastern Shore is a three hour drive one way from the metropolitan area of the state where the majority of LEAP classes are conducted. It is under the jurisdiction of a different administrative Union Council than the areas are served by the LEAP union partner. Although the Lower Eastern Shore is

sparsely populated and has traditionally had a farming and water based economy, there are a number of food processing, poultry and garment manufacturers in the area. It is an area which has traditionally not had many union organized companies.

The project planned to expand the regional approach to work-based education by conducting classes in several of the four counties in this lower shore area. The first activity was to develop a relationship between the two Union Councils - the Metropolitan Baltimore and the Delmarva Central Labor Council. The Union partner met with their counterparts on the Lower Shore to identify potential companies and to work through the communication and reporting linkages for this aspect of the project. A satellite base was established on the Lower Shore with space, a phone and a part-time Peer Counselor in one local union site. A recently retired union member was hired part time as a Peer counselor to assist with local communication, recruitment, and support.

Through the education partner and the Salisbury State University consultants, linkages were made with local adult education and literacy service providers. The project was also able to learn from the experience of a recent state effort by the State Department of Economic and Employment Development to provide basic and vocational-technical skills to local dislocated union workers from several food processing plants that had closed.

Marketing and recruitment was initiated jointly by the union partner and the local union council. While there was interest from several local unions representing a number of companies, it was difficult to identify a company where there were sufficient potential learners at one site to conduct a class. In addition, some of the largest union companies, who had earlier expressed an interest in classes, were experiencing the economic impact of the recession and reducing work hours and workforce. Classes were initiated eventually in Wicomico County at a plant that processed seafood into fried, frozen products for commercial restaurants.

Although expansion of the project in the Lower Easter Shore was not as fast or extensive as originally envisioned, the project gained a number of valuable insights which will be useful to other programs which seek to operate in several diverse regions over a significant geographic area. The key finding is the need for experimentation with highly innovative delivery systems for instruction, which will make it cost effective and time efficient, to provide instruction to small clusters of workers from different industries in widely separate geographic areas. Since the project did not conduct as many classes in the expanded area as anticipated, a journal article instead of a formal paper is in preparation to describe further the learnings from this expansion effort.

3.0 Expand the workplace literacy program to eleven jurisdictions.

As described above, the project operated in seven jurisdictions as a result of conducting classes in one of the four counties on the Lower Eastern Shore. All areas of the state which had been projected were served. These included Baltimore city and Baltimore, Carroll, Cecil, Frederick, Harford, and Wicomico counties.

4.0 Implement technology focused instructional delivery systems to enhance workplace literacy skills.

The project experimented with the use of computer assisted instruction (CAI) during the project. Experience as well as the External Evaluation indicated that the desire to learn or improve computer skills was a powerful motivator for adults to enter a voluntary work based education program. Thirty-two (32%) percent of LEAP learners identified learning or improving computer skills as their motivation for enrolling. The learners' self-esteem was enhanced by being able to tell co-workers and friends they were taking "a computer class" even when it was a literacy class with CAI as a supplement. They were motivated, also, by the opportunity to learn something that their children were doing.

Given the restrictions in the National Workplace Literacy Program on the use of computer technology, the project limited technology to the specific role which was defined by the federal program. Computer skills were taught in the context of the skills necessary to operate the instructional software. In the previous LEAP project, CAI was only available at one site. There was a waiting list of over 100 learners for instruction at that site. During this project, CAI was available at almost every instructional site.

Two new sites were developed for Baltimore City which had microcomputer laboratories already available. The Booker T. Washington School made its classrooms and Apple computer laboratory available for instruction. The Maryland Rehabilitation Center, a medical and vocational training center for adults with disabilities in Baltimore, made its classrooms and computer learning laboratory available for LEAP learners in the evening. In addition some companies, as part of the partnership created computer learning centers for LEAP. East Alco, an aluminum plant in Frederick County, created a microcomputer laboratory for use by LEAP students and the Mass Transit Administration (MTA) of Maryland converted an out of service bus into a mobile computer laboratory. The MTA laboratory provided six (6) IBM personal computers and two (2) IBM interactive video stations. The site was unique in that it was staffed for 12 hours a day, from 7:30 a.m. to 7:30 p.m., with an instructor. Workers came to individualized microcomputer based

instruction classes for the basic skills to prepare for the Commercial Driver's Licence (CDL) test when they were between shifts or during any periods they were on call at the union hall. The mobile classroom/lab unit was on site at one location for five (5) months and then driven to a second MTA Division location for 5 months. Workers could follow the classroom/lab to the new site or wait for it to return. Given the unique nature of the work for the mass transit drivers for the Baltimore Metropolitan area, this was a very effective delivery system with workers attending at least twice a week for no fewer than an hour and a half per session.

4.0 *Continue operation of a computer based literacy training center in Baltimore City.*

The Ripken Learning Center, an adult learning center operated by the Baltimore City Literacy Corporation and originally purchased for literacy efforts by Cal Ripken of the Baltimore Orioles, was contracted as an evening instructional location primarily for Baltimore City municipal employees. The classes operated Monday thru Thursday from 5-7 p.m. for thirty weeks for 180 instructional hours. Instruction was provided in classrooms for an hour and then all students had an opportunity to enhance work related basic skills in the CAI laboratory for an hour. They practiced writing skills using the computer including activities such as resumes, applications, safety reports, memos, letters, and grievances. A total of 120 learners participated in instruction at this site.

4.1 *Implement a portable microcomputer learning laboratory which will provide computer assisted instruction.*

The project had planned to use portable microcomputers to supplement traditional instruction as a tool to increase the cost effectiveness of delivering work-based education to companies in rural areas with small workforces. Eight microcomputers had been purchased with LEAP funds for use in a county that had not been able to meet the needs of several employers because of the small number of learners available for class at a site. When recruitment took place after computers were available for a CAI laboratory on site, the number of learners enrolling increased dramatically. At Lion Brothers, a company that produces embroidered patches such as those worn by astronauts and ball players, classes were held at two plant locations - Taneytown and Owings Mills. At Owings Mills, three basic skills classes were conducted for 35 learners on both the day shift and the second shift. An additional class for 24 ESL learners was also conducted.

The portable computers were used to establish a small computer laboratory at the Owings Mills plant. In addition to having CAI to supplement classroom instruction, the computer laboratory was available for individual practice when class was

not in session and learners had access to the learning software to supplement their instruction.

The learners and teachers all found the addition of CAI provided additional options for individualization of instruction. The portable computers were very effective in providing CAI at multiple sites without investing in permanent learning laboratories. As classes ended at Lion Brothers, the computers were moved to another plant in Carroll County for use with the workers at that site.

In planning for the implementation of the portable microcomputer laboratories, the project found it essential to allow for sufficient preparation time to have the computers loaded with the software appropriate for the site and to prepare the site, which often included some re-vamping of the wiring, outlets, and security for in plant areas not previously used for computers. It was also important to have a technical person available to trouble shoot if there were any technical problems at the site.

In addition to the portable microcomputer laboratory and new class sites that used existing microcomputer facilities, the project also operated a second laboratory, with computers purchased by the Union partner through a separate literacy grant specifically for LEAP learners. These computers were used to establish a laboratory at Maryland Speciality Wire where two classes were conducted for eighteen learners. The experience at this site was similar to that described above - the number of learners recruited increased with the availability of CAI, learners had access to and used the computers outside of class hours to supplement their instructional time, and additional preparation time and consultation was needed to insure a smooth operation.

5.0 Develop and disseminate additional industry specific workplace literacy curriculum guides and instructional learning packets.

5.1 Develop curriculum guide and learning packet for the food processing industry.

In planning for expansion to the Lower Eastern Shore area of Maryland, the project had targeted the food processing and poultry industries for classes and planned to develop curriculum products based on the literacy analysis for each of these industries. The project was unable to conduct any classes for the poultry processing industry. Even though a considerable amount of work was initiated to collect data to develop curriculum for this industry, the project was unable to progress beyond the initial stages without a company sponsor for classes.

A curriculum resource guide was developed for the food processing industry based on the analysis and experience in

classes for a food processing company. The draft guide is included in the Appendix to this report. The final publication will be distributed to the national ERIC clearinghouse for Adult, Career and Vocational Education when it is printed.

The process used to develop this curriculum resource guide included extensive input from the instructors using information from the literacy analysis. The materials were also reviewed by the union, project staff, the LEAP instructors from another site, and a local coordinator. The curriculum product benefitted from this multi-perspective review and revision. The project is interested in field testing the product if another food processing site is developed.

5.2 *Field test previously developed curriculum materials in other areas of the state.*

The project was very active in exploring the question of portability for work-based curriculum products and spent some time experimenting with various products.

The product provided all LEAP teachers with copies of the curriculum products previously developed by the project. These included curriculum resource guides in Manufacturing, Garment Industry, Health Care Industry, Food Service Industry, and a Union Workers Curriculum. Some part of these materials were used by most LEAP instructors and were the favorite instructional materials for 13% of the LEAP instructors. The materials were of most benefit when a class was conducted in a similar industry. However, the products also provided teachers with a wealth of ideas of ways to develop work specific instructional materials and were useful models even when they taught in industries other than those for which LEAP had published curriculum products.

5.3 *Field test curriculum guides developed by other national workplace literacy programs.*

The project sought out products from other national workplace literacy projects which might be applicable to the industries in which LEAP was operating. The project had particular success with Craft Math which was developed by the Homebuilders Institute. This product was field tested in the classes that were provided to 19 electrician apprentices who needed remediation in math to participate in the apprenticeship program of the International Brotherhood of Electrical Workers.

In addition, project staff previewed sample video tapes of the El Paso Community College curriculum for the garment industry. Dr. Carol Clymer Spradling, Project Director, conducted a staff development session for LEAP teachers working in the garment industry to orient them to the materials and to brain storm on possible adaptations. The staff were very enthusiastic about possible ways to use the video and print based materials. The

sample tapes have been successful in the limited field test in LEAP classes and a full set of tapes and materials have been ordered. When they are received, we will be doing a more thorough field test of the applicability in the garment industry in Maryland.

The use of the El Paso video products is especially interesting since they were developed for an ESL environment and are being field tested in a non ESL class. It is important to note that while these work based education curriculum products appear to be very useful and can be adapted in many creative ways, each work based site still requires substantial teacher preparation time to make instruction functional and contextual to that particular work site. The curriculum products developed by the projects can provide a rich resource for teachers but would be inappropriate to superimpose on another work site without modification and adaptation.

The project continues to be interested in exploring the usefulness of curriculum products developed for a specific work based education program.

6.0 Develop a Peer Mentor Training Program to affect recruitment and retention of students.

Previous project experience had indicated that the project Peer Counselor was extraordinarily effective in recruiting and retaining learners. During this funding cycle, the project attempted to expand the support provided by the Peer Counselor through developing a volunteer Peer Mentor program. Extensive discussion was conducted in the project about the appropriate role for the Peer Mentor, who would be recruited for the volunteer positions, and the type of training that should be provided. The name for the function was changed to Learning Advocate.

6.1 Develop a Peer Mentor Training Program

A survey of the literature was done on Peer Mentors. In addition, the project reviewed similar types of programs including the Northeast Metro Technical College Peer Tutors/Coaches program, the Sensitivity and Recruitment Training program of the Pennsylvania Workplace Literacy Project, and the Learning Advocate program of the California Worklife Education Resource Center.

The LEAP program was designed to recruit union members who would be teamed with a particular class of learners and teachers. The volunteer Learning Advocate role was to attend class regularly, assist the teacher with attendance and making follow up calls to absent learners, assist with tutoring, and to provide informal supportive counseling for learners.

Recruitment of Learning Advocates was completed in January and a three-day training session was conducted on February 6, 7, and 8, 1992. The training was conducted by Lee Schore of the Center for Working Life. A Learning Advocate manual was provided for each participant. The manual covered the role of the learning advocate, barriers to learning, communication and listening skills, responding with empathy, the counseling framework, and hidden counseling issues.

The three-day training included: 1) Attitudes toward Education and an Introduction to LEAP; 2) Skills needed to be an Effective Learning Advocate; 3) Developing a Team Approach. The session on teaming was a joint session for the Learning Advocates and the LEAP teachers who had expressed an interest in having a Learning Advocate in their class.

6.2 *Train at least 40 union members to identify, recruit and mentor literacy students.*

Training was provided to 16 Learning Advocates and 17 LEAP teachers. Advocates began working with teachers and learners after the winter cycle classes had begun. Both teachers and Learning Advocates were surveyed by the External Evaluator about the effectiveness of the Learning Advocates program. The data indicates they were useful in tutoring learners, coordinating project support services such as child care and transportation, obtaining materials from the workplace, and in helping to relieve learner anxieties about their learning experience.

The project felt the Peer Mentor or Learning Advocate concept was useful and is continuing to refine the role of the volunteer and to explore methods for enhancing the teaming between the Learning Advocate and the teacher. It was felt that additional experience is necessary to fully assess the impact of this function.

6.3 *Retain no less the 75% of students enrolled.*

Since the Learning Advocates were not involved with students until the middle of the winter/spring class cycle, it was deemed inappropriate to assess their impact on learner retention.

SCHEDULE OF ACCOMPLISHMENTS AND TARGET DATES

The project succeeded in achieving its objectives on schedule in most areas. Recruitment, marketing, instructional design, learner supports, instruction, and technology focused instructional delivery systems were all developed on schedule. Some slippage was experienced in three areas but the impact on the project was minimal.

Objective 3 Expanding the program to include the lower Eastern Shore of Maryland was somewhat delayed by the time required to establish a working relationship with another union council and to obtain a commitment from a union company with a large enough workforce to hold a class. This was discussed in more detail in a previous section of this report.

Objective 5 Workplace literacy curriculum objectives were achieved on schedule expect for 5.1 - developing a curriculum guide for the poultry industry. As described earlier, the schedule for achieving this objective was delayed by the lack of participation by a poultry company in the project. Substantial preliminary work was done to develop the curriculum guide and the project hopes to continue working toward completing this activity when a partnership with a local poultry company is formed.

Objective 6 The Peer Mentor program, renamed the Learning Advocate program, was also somewhat off schedule with the volunteer Learning Advocates placed with classes in the Winter cycle instead of the Fall cycle. The partners spent considerable time on the front end of this aspect of the project to develop a common understanding of the role for the Learning Advocates and to develop the training for these volunteers. When the partners had reached concensus on the role of the Learning Advocate, the activities progressed quickly and the objectives were achieved.

A factor which continues to make the management of all aspects of a national Workplace Literacy Program grant immensely challenging is the overlapping grant cycles. The project was operating the last several months of one grant cycle, starting up another grant cycle, and carrying out the planning and development of an application for a third grant cycle. These overlapping time frames make it significantly more difficult to operate at maximum effectiveness.

SERVICES TO LEARNERS

Substantial work based education services were provided to at least 664 learners. Classes were provided for lower level learners, including some learners who were essentially pre-literate and learning disabled. Classes were also provided to GED ability learners. In organizations where the literacy analysis included a specific management request for GED instruction, it was provided. It was also provided for organizations that were introducing a requirement that all workers obtain their GED in order to retain their employment. Remedial and refresher classes were also provided to workers at a higher skills level who were not in need of a diploma.

Instruction was designed based on the literacy analysis of the organization. The analysis components varied somewhat from organization to organization but generally included interviews with management, union, and a highly competent worker using the CASAS Literacy Analysis. Shadowing a highly competent worker, touring the plant or shop floor and reviewing company materials were also employed.

Specific basic skills taught in the context of the workplace included technical vocabulary development. For example, at one needle trades site, ESL workers learned the names for over 250 different colors of thread. Reading flow charts, graphs, and contracts were also frequently taught skills.

Individual learner assessments were conducted for each learner, except for ESL students, using the CASAS assessment system. In addition, most learners also did a writing sample as part of their assessment. Teachers also conducted interviews with learners to establish goals and to assist in the needs assessment. An individual learning plan was developed for the majority of learners.

DISSEMINATION

The dissemination of project learnings and materials have included conference presentations, television appearances, newspaper and newsletter articles, a project videotape, dissemination of curriculum resource materials, and the final project report.

Since the state experienced severe fiscal constraints during the project period, out of state travel to disseminate information at national conferences was not an option. All dissemination activities have taken place within the state.

LEAP staff disseminated information at the following conferences or meetings:

> Maryland State Department of Education's Professional Development Institute - "National Workplace Literacy Program Models"
>
> Maryland Association for Adult, Community and Continuing Education's Annual Conference - "Work Based Literacy Curriculum Development"
>
> AFL-CIO Human Resources Development Institute and U.S. Department of Labor, Employment & training Administration's Lifelong Learning - Union Initiative's in Worker Training Regional Conference - "Operating a Worker-Centered Literacy Program"

The program also received extensive print and electronic media coverage. Samples of some articles are included in the Appendix. In addition, CBS affiliate Channel 11 aired Public Service Announcements about the project.

A documentary about education produced by Maryland Public Television included a segment highlighting the LEAP program. This program, "Making the Grade", was aired on PBS Channel 67.

Two very special dissemination activities took place in this grant cycle. A program was presented at the Booker T. Washington Middle School in Baltimore for the students and faculty. The school is an evening site for LEAP classes, primarily for municipal workers from the City of Baltimore. The program highlighting lifelong learning was presented by a LEAP participant and the LEAP Peer Counselor. Mayor Schmoke also participated. The second very special event was the project Recognition Ceremony, sponsored by the AFL-CIO, which invited all LEAP participants who successfully completed their classes, their families, and employers to a celebration. All learners received certificates and were congratulated by the State Superintendent of Schools, Dr. Nancy Grasmick and the President of the Baltimore Metropolitan Council of the AFL-CIO. Mayor Schmoke of Baltimore gave out special citations from his office to learners identified by their classmates or teachers as outstanding students. Representatives of the chief elected official from each county also participated in recognizing learners from their jurisdictions.

A panel had selected a learner to be recognized as the student of the year from among those nominated by their classmates and teachers. This learner received special recognition and several gifts obtained by the AFL-CIO including an evening dinner and brunch at the Omni Hotel near the harbor in Baltimore, a harbor cruise and lunch and passes to the National Aquarium in Baltimore.

The project also disseminated the final project report and the External Evaluation Report to the ERIC Clearinghouse on Adult, Career, and Vocational Education. When the Food Processing Industry Curriculum Resource guide competes its final publishing, it will also be placed in the ERIC Clearinghouse.

SUMMARY OF RESULTS AND KEY FINDINGS

The project was extremely successful in improving the basic skills of workers.

- The CASAS pre and post test reading scores had a statistically significant gain of three points for enrolled learners.
- Eighty-nine (89) learners indicated LEAP was very useful in assisting them to obtain their GED.
- A follow-up survey of former LEAP enrollees found that thirty-five (35) had received their GED after they finished their classes.

The External Evaluation also found LEAP to have a significant impact on the learner as a worker. This is an especially interesting result since, as noted earlier, only 11% of enrollees identified improving work skills as a motivation for entering classes.

- Nearly three quarters (73.8%) of the learners reported improvement in job skills.
- More than two-thirds (65.3%) of the learners reported the class was helpful in learning more about their jobs.
- Almost seventy (69.6) percent of the learners indicated LEAP helped them to meet quality standards.
- The majority of learners (81.7%) reported LEAP had improved their work team skills. (At enrollment, only 1.3% of LEAP learners reported improving work team skills as a motivating factor.)
- Nearly half of the learners (45.6%) said LEAP helped them to advance on the job. This is extremely high since advancement in most union organizations was frequently based on seniority rather than education or training.
- More than three quarters (76.3%) of the learners reported that LEAP had improved their chances of changing jobs, which was sometimes a motivation for enrolling in the classes.
- A follow-up study of learners who had completed LEAP classes found that twenty percent (20%) reported that LEAP classes helped them to get better jobs either within the same company or at a different company.

Another very significant area of impact for LEAP learners was on their motivation to pursue additional education or training.

- Most (65.4%) learners at program exit expressed an interest in continuing training in community college, technical, or apprenticeship schools.

- A follow-up survey of learners who had completed LEAP classes found over one third (34.3%) reported that LEAP was instrumental in encouraging them to pursue additional educational goals including the GED and external diploma options, enrolling in community college, obtaining job certification, or enrolling in apprenticeship programs.

This project was significant in that it empirically measured changes in self esteem for LEAP enrollees. A Self Esteem Inventory developed by Stanley Coopersmith was administered pre and post to learners during the fall class cycle. The results, as measured and analyzed by the External Evaluator, revealed a statistically significant increase in self esteem for the 102 learners with matching pre and post tests. The process was repeated with learners who enrolled in the winter/spring class cycle and similar trends resulted.

The empirical results are further supported by the follow-up survey of learners who had completed classes. Most (88.5%) of these learners reported that LEAP was very helpful or extremely helpful in improving their self esteem.

As discussed earlier in this report, concerns about learner confidentiality limited the collection of data from employers about changes in worker performance. Also, as Tom Sticht suggests in "Evaluating National Workplace Literacy Programs", it is not always appropriate to attribute changes in worker performance to instruction. With these limitations and caveats in mind, several participating employers were interviewed by the External Evaluator.

- Each participating employer reported he would recommend the program to other employers.

- Employee improvement was noted in:
  writing and/or verbal skills;
  communication among and between team members;
  team performance of job tasks;
  following safety procedures;
  level of participation in meetings;
  decreased level of direct supervision required;
  decreased job turnover.

Union representatives from six companies were also interviewed and reported:

- Improvements in:
  communication skills;
  quality of work products;
  length of time to complete job tasks;
  team performance;
  amount of assistance provided to co-workers;
  level of participation in meetings;
  increased willingness to assume greater job responsibility;
  becoming more integrated into the workplace culture.

The project also spent time looking in greater detail at the learners who did not complete their LEAP classes in order to identify factors that might help to improve the program and to learn more about the characteristics of the non-completer. This comparison of completers and non-completers had some interesting findings. Non-completers was defined as learners who did not attend at least 75% of the classes.

The significant variables in the two groups were age (competers averaged 44.2 years versus 40.6 years), years employed by the current employer (13.6 years for completers and 11.5 for non-completers), and time in their present job assignment (14.2 years for completers and 12 years for non-completers).

Educational background was also a significant variable. Most completers had left school by 1965; most non-completers left by 1968. More than half (57.9%) of the completers had taken another adult education course at some time. Of learners who had taken a previous adult education class, 44.6% of the completers had taken Adult Basic Education; 49% of the non-completers had taken English as a Second Language.

No differences were found in gender, native languages, or ethnicity of completers and non-completers.

The findings that 57.9% of the completers had taken a previous adult education course is very interesting. Especially, when noting that the survey of learners enrolling in LEAP this cycle indicates that almost one half had taken other adult education courses - GED or ABE. This information would seem to indicate that learners who voluntarily enroll in a work based education program are most likely learners who had a previous successful experience as an adult learner. This was a previously unknown characteristic of LEAP enrollees and successful completers.

Since this project has been in operation since 1988, the project conducted a follow-up study of learners who had been enrolled in classes prior to the current funding cycle to obtain information on outcomes beyond those apparent when the learner exited the program. The External Evaluator conducted this survey and, in addition to outcomes reported above, found an impact beyond the learner and the workplace.

- The majority of LEAP learners reported attending class helped them to encourage family members (57.1%) and friends (71.4%) to achieve their educational goals.

- Most learners stated that LEAP classes had helped them become more active in their community (54.3%) and in their union (42.9%).

In summary, some of the important results of this project are the additional understanding it provides of the motivations of workers who voluntarily enroll in work-based education, the related accomplishments they achieve at program exit and at a later interval, the different characteristics of completers and non-completers, and the impact of work-based education on

worker self esteem. These project results have further informed the experiences gained in operating a work-based education program.

RECOMMENDATIONS

The project, based on experience in the National Workplace Literacy Program, would like to make the following recommendations to the U.S. Department of Education for the Program.

1. Adjust the grant cycle to minimize the overlapping of project funding cycles.

2. Reduce the time between grant application submission and grant award notification.

3. Review the regulation which prohibits computer literacy as an allowable instructional area for work-based education. It is considered a basic skills in the employment community and an extremely powerful motivator for learners. If we are preparing workers for the twenty-first century, it would be appropriate to provide them with the basic skills they will need to be successful workers in the future as well as today.

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LOCAL UNION _____

ADULT BASIC EDUCATION

SURVEY FOR UNION MEMBERS

1. NAME _____

2. STREET ADDRESS _____

3. CITY _____ COUNTY _____ ZIP _____

4. HOME PHONE _____

5. Do you have: High School Diploma YES [ ] NO [ ]
   or G.E.D. YES [ ] NO [ ]

6. Are you interested in attending adult education classes?
   YES [ ] NO [ ]

7. If yes, are you interested in:

	YES	NO
a. Getting a G.E.D.	[ ]	[ ]
b. Improving math skills	[ ]	[ ]
c. Improving writing skills	[ ]	[ ]
d. Improving reading skills	[ ]	[ ]
e. Learning to write memos	[ ]	[ ]
f. Reading new manuals at work	[ ]	[ ]
g. Understanding computer printouts	[ ]	[ ]
h. Taking tests for promotions	[ ]	[ ]

8. Where would you prefer to take classes?
   Union hall [ ] Workplace [ ] Other [ ]

9. What time would you prefer to attend classes? _____

10. What, if any, would prevent you from taking classes?
    a. Location of classes not convenient YES [ ] NO [ ]
    b. Not enough time YES [ ] NO [ ]
    c. Cost of childcare while in classes YES [ ] NO [ ]
    d. Extra Transportation costs to get to classes YES [ ] NO [ ]
    e. Other _____

11. Would you be more likely to attend classes if you are reimbursed for childcare or transportation costs? YES [ ] NO [ ]

12. Place of employment: _____

13. Position: _____

14. What shift do you usually work: _____

15. Age: _____ Sex: M F Children's Ages: _____

16. Do you have family members interested in attending classes?
    YES [ ] NO [ ]

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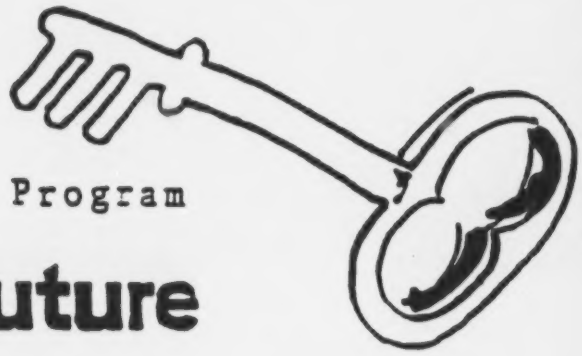
JOIN PROJECT LEAP



Labor Education Achievement Program

Key to a better future

DO YOU WANT?

* job security?
* to bid for a better job?
* a promotion?
* to prepare for a layoff?
* to brush up on your reading?
* improve your vocabulary?
* improve your math skills?

JOIN PROJECT LEAP!
Labor Education Achievement Program

FREE CLASSES FOR UNION MEMBERS
*Some locations offer Computer Assisted Instruction

STARTING IN SEPTEMBER

FOR INFORMATION CALL: JEAN WARDENFELT, 242-1300

Sponsored by:
Metropolitan Baltimore Council AFL-CIO Unions
Maryland State Department of Education
United Way of Central Maryland

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FREE ADULT EDUCATIONAL CLASSES

LABOR EDUCATION ACHIEVEMENT PROGRAM

Registration & Class Schedule for September 1991

***** In order to join a Project LEAP class, you must attend ONE registration/orientation session. Please choose one of the following locations where you will register and attend classes. Call and let us know where and when you plan to register, 242-1300 *****

MONDAY AND WEDNESDAY
5:00 - 7:00 p.m.

Maryland Rehabilitation Center
2301 Argonne Drive
Baltimore, MD 21218

Registration/Orientation:
September 9 or September 11

MONDAY AND WEDNESDAY
5:00 - 7:00 p.m.

Ripken Learning Center
2433-35 N. Calvert Street
Baltimore, MD 21218

Registration/Orientation:
September 9 or September 11

MONDAY AND WEDNESDAY
4:00 - 6:00 p.m.

Hickory I Complex
Civil Defense Conference Center
2220 Ady Road, Route 543
Bel Air, MD

Registration/Orientation:
September 23 or September 25
(Classes start September 30)

TUESDAY AND THURSDAY
4:00 - 6:00 p.m.

Booker T. Washington
Middle School
1301 McCulloh Street
Baltimore, MD 21217

Registration/Orientation:
September 10 or September 12

TUESDAY AND THURSDAY
6:00 - 8:00 p.m.

Hospital Workers Local 1199E-
SEIU Union Hall
1820 N. Calvert Street
Baltimore, MD 21202

Registration/Orientation:
September 10 or September 12

FOR INFORMATION
PLEASE CALL
242-1300

ALL CLASSES WILL BEGIN THE WEEK OF SEPTEMBER 16. Classes will be held twice a week (Monday and Wednesday or Tuesday and Thursday).

The Project LEAP classes are sponsored by the Metropolitan Baltimore Council AFL-CIO Unions, Maryland State Department of Education and United Way of Central Maryland.

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LITERACY WORKS

PROFESSIONAL DEVELOPMENT INSTITUTE

October 23-25, 1991

PROFESSIONAL DEVELOPMENT INSTITUTE
WORKSHOPS-AT-A-GLANCE

<table>
<tr><th>DATE/TIME</th><th>TECHNOLOGY</th><th>WORKPLACE</th><th colspan="2">INSTRUCTION</th><th>PROGRAM MANAGEMENT</th><th>SPECIAL POPULATIONS/INTERESTS</th></tr>
<tr><td>10-23-91
1:00-2:00</td><td>How to Evaluate and Select Computer Software</td><td rowspan="2">Designing Curriculum and Instruction for Workplace Literacy</td><td colspan="2">Integrating Writing and Reading: Practical Ideas for the Classroom</td><td rowspan="2"></td><td>Follow up to Keynote Address: Tom Sticht</td></tr>
<tr><td>2:00-2:50
3:00-5:00</td><td>Computer Assisted Instruction: Program Models</td><td>Word Processing as a Tool in Adult Literacy</td><td>Understanding the Needs of the Adult Learner</td><td></td></tr>
<tr><td>10-24-91
9:00-12:00</td><td colspan="2">Exhibits by Computer Companies and Demonstrations of METNET, Instructional Frameworks, and Literacy Works MIS</td><td>Designing a Workplace Curriculum</td><td>Learning Styles</td><td>Mathematics: Effective Techniques in Problem Solving</td><td>Improving Management Skills</td><td>Family Literacy: Theory and Practice</td></tr>
<tr><td>1:30-4:30</td><td colspan="2">Computer Companies Demonstration of Specific Literacy Software</td><td>Developing Skills for Facilitating Group Learning</td><td colspan="2">Writing Process: Strategies for Practical Application</td><td>Total Quality Management (TQM)</td><td>Teaching Learning Disabled Adults</td></tr>
<tr><td>10-25-91
9:00-10:50</td><td rowspan="2"></td><td rowspan="2">Workplace Literacy: National Program Models</td><td>Reviewing Adult Literacy Assessment Instruments</td><td>Reading: Effective Strategies for Low Level/Non-Readers</td><td rowspan="2"></td><td>ESOL: Effective Instructional Techniques</td></tr>
<tr><td>11:00-12:50</td><td>How to Integrate Computer Assisted Instruction in Adult Education Programs</td><td colspan="2">Developing Critical Thinking Skills</td><td>ESOL: Assessment</td></tr>
</table>

LITERACY WORKS STAFF DEVELOPMENT WORKSHOPS

A: NEW TO CBE - An Overview on MAPP/CASAS (Competency-Based Education)

Literacy instructors/coordinators who are new to a competency-based education process are encouraged to attend. This workshop will guide the participants through an understanding of competency-based education and will include a discussion on linking curriculum, instruction and assessment. MAPP/CASAS will be presented as a curriculum management system which can be implemented in a variety of education settings.

DATES		LOCATION
Aug. 28, 1990	Jan. 9, 1991*	Catonsville Adult Center
Sept. 11, 1990	Feb. 7, 1991*	Room 215 - Catonsville, MD
Oct. 12, 1990	March 12, 1991	
Nov. 13, 1990	April 9, 1991	*Time of workshop -*
Dec. (no training)	May 7, 1991	*9:30 a.m. to 12:30 p.m.*

B: MAPP: From Assessment to Instruction (Using Test Results to Target Instruction)

This workshop is designed for instructors and coordinators who are interested in providing instruction and assessment for their competency-based education programs. It will cover how to administer MAPP/CASAS tests, interpret the test results, and use the test results to link assessment to curriculum and instruction.

DATES	LOCATIONS	
Aug. 31, 1990 (Location 1)	1) Howard Community College	2) Howard Community College
Sept. 28, 1990 (Location 2)	Room 121 - Learning Center	Hickory Ridge Building
Oct. 26, 1990 (Location 3)	Columbia, MD	Hickory Ridge Road
Nov. 30, 1990 (Location 2)	(Main Campus)	(behind main campus)
Dec. (No training)		Columbia, MD
Jan. 25, 1991* (Location 2)		
Feb. 22, 1991* (Location 3)	3) Anne Arundel Board of Education	
Mar. 29, 1991 (Location 2)	Board Room, Annapolis, MD	
Apr. 26, 1991 (Location 2)		*Time of workshop -*
May 31, 1991 (Location 3)		*9:30 a.m. to 4:00 p.m.*

C: CASAS: Employability Competencies Assessment (ECS)

Participants will review the CASAS guide book and receive instruction on how to administer and interpret the ECS locator test. Materials will be provided about the ACASAS Pre-Employment tests and on pre-employability work maturity assessment.

DATES	LOCATIONS	
Oct. 18, 1990	Howard Community College	Anne Arundel Community College
Nov. 15, 1990	Hickory Ridge Building	Truxal Library, L116
Dec. (No training)	Hickory Ridge Road	(Jan. 11, 1991 Session only)
Jan. 11, 1991*	(behind main campus)	
Mar. 8, 1991	Columbia, MD	*Time of workshop -*
May 3, 1991	(All sessions except Jan. 11, 1991)	*9:30 a.m. to 4:00 p.m.*

D: Follow-up to Training

MAPP or CASAS ECS system follow-up workshop is open to persons who have participated in previous MAPP/CASAS training workshops. This session will review the assessment and instruction process and respond to participants' questions.

MAPP Training	CASAS ECS Training	LOCATION (for both)
DATES	DATES	Howard Community College
December 14, 1990*	February 1, 1991*	Hickory Ridge Building
June 14, 1991	June 7, 1991	Hickory Ridge Road
		(behind main campus)
Time of workshop -		Columbia, MD
9:30 to 11:30 a.m.		

*In case of snow, if the county's school system is closed, the workshop will be cancelled. If the county's school system has a delayed opening, the workshop will be held one hour later than the scheduled time.

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ADULT AND COMMUNITY EDUCATION BRANCH

LITERACY WORKS

RESPONSE FORM: REQUEST FOR MAPP/CASAS TRAINING

Name of Agency/Program: _____

Contact Person: _____

Address: _____

Phone #: _____

CIRCLE TYPE OF PROGRAM:

Correctional Education	ABE	Community Colleges	Project Independence	SDA/ PIC	Libraries/ Literacy Councils	Community Based Organizations

TYPE OF TRAINING WORKSHOP:

___ A. Overview MAPP/CASAS* Date Attending: _____

___ B. MAPP: Assessment to Instruction Date Attending: _____

___ C. CASAS: Employability Date Attending: _____

___ D. Follow-up to MAPP/CASAS Training Date Attending: _____

(NOTE: Each training workshop is limited to a maximum of 25 participants. Participants should be familiar with general testing procedures and/or literacy instruction. After training, these persons will be responsible for administering the MAPP/CASAS assessment system in their local program.)

PERSONS ATTENDING WORKSHOP AND PHONE NUMBER

_____ _____

_____ _____

_____ _____

*Please complete this form and **return it** at least **two weeks** prior to the date preferred for the workshop. Confirmation will be sent upon receipt of registration form. If the notice has not been received by one week prior to workshop beginning, please contact Jacqueline Brown-Baxter.*

Return the form to:

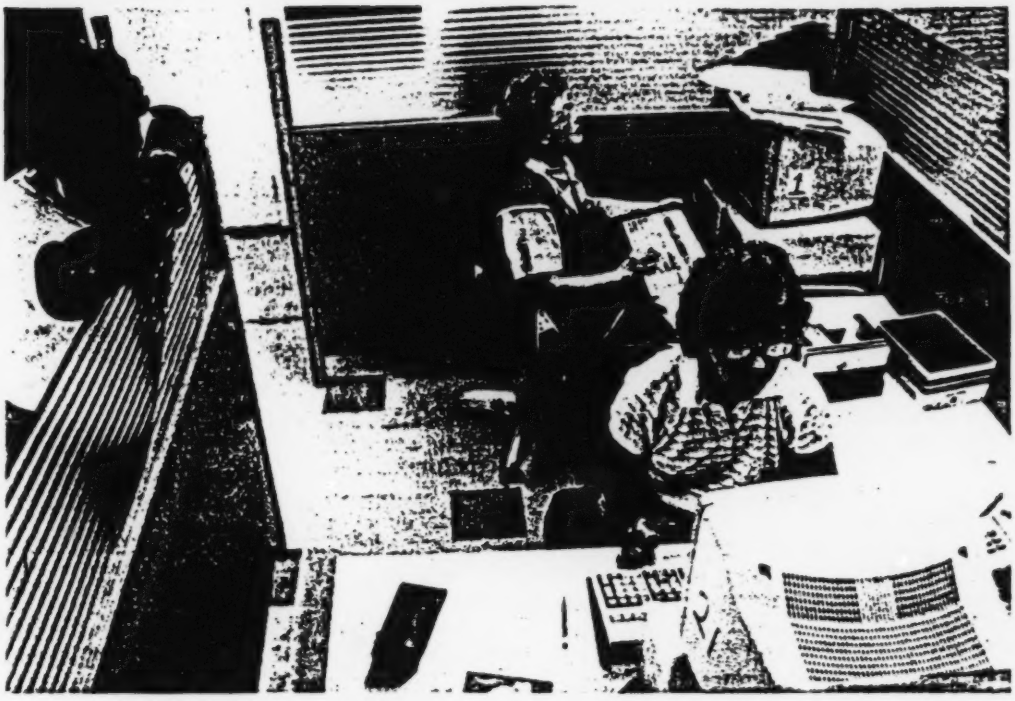
Jacqueline Brown-Baxter
Maryland State Department of Education
Division of Instruction
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2379
FAX: (301) 333-2379
TTY: (301) 333-2373

*New participants to MAPP/CASAS competency-based education.

ACTWU members at the English-American plant in Westminster, MD are expanding their skills in reading and math, as well as getting an introduction to computers in an imaginative new program that is part of the union's workplace education effort.

A group called L.E.A.P.(Labor Education Achievement Program) has been established by the Baltimore Metro Council AFL-CIO Community Services, in conjunction with the Maryland State Department of Education.

Business Agent Fred Hartner, also a vice-president of the AFL-CIO, was instrumental in setting up the first program at English-American.



Local President Ann Turner(left) watches Shirley Miller and Mazie Clifton try out the computers during class at English-American.

Two years ago, LEAP ran a series of classes for union members at English-American. The response from union members, and the support from management, encouraged a renewed program for 1991. LEAP secured a special grant from the US Department of Education and from United Way through a project called "community problem solving," which involved an expansion of the education programs.

According to Debra Brown Felser, of the AFL-CIO Community Services department, the program joined with the Carroll County Board of Education, which provided some computers, to rebuild peoples interest in learning. The classes at English-American are not strictly computer classes: students work in a study group to upgrade their verbal, communications and math skills, and then test their skills on special computer programs.

For ACTWU member Shirley Miller, it's a chance at the future. "They say that some day every home will have a computer and I want to get ready," she said.

Mazie Clifton is also looking ahead, although she has a more specific goal:"It's interesting to learn to run a computer and it's really fun, but I am thinking about picking up a little part-time work after I retire."

Local President Ann Turner, who is also attending the classes, said that when she went around the shop to ask for participants in the program, the response was great and there were initially too many volunteers. Even now, the classes, which meet after work in the factory, are divided: since there are not enough computers for everyone to use at the same time, some members study books in a classroom situation and some bang away at the two computers.

The classes started in April and were supposed to run for two months but may be extended until the end of June.

The program is a kind of pilot effort, to see if there is enough interest. Brown Felser would like to continue the program, possibly at the Londtontown/Eldersburg facility, which is also located in Carroll County, so the same computers could be used for ACTWU members there.

"I hope this will be a model for other programs of this type in union shops," she said. "Ideally, we can buy our own computers so that we can run the programs anywhere the members want them."

JOBS WITH JUSTICE

The Baltimore Region will be supporting the campaign for improved health care during the week of June 3-9, which has been designated Health Care Action Week, part of the union-sponsored Jobs with Justice campaign.

During the week, there will be posters and stickers in the shops, with a wide range of educational activities around national health care.

On Thursday, June 6, there will be a day of Cut the Red Tape, in which members will wear red ribbons or tape, to symbolize the problems with abuses by the insurance industry. In Baltimore, union members will hold a large rally after work in front of the state Insurance Commission building to demand an end to these abuses. Workers will also fill out ballots of support for "A Healthy America," one in which there is comprehensive quality health care for all Americans.

1993 WORKPLACE LITERACY GRANTS ANNOUNCED

Betsy Brand, Assistant Secretary for Vocational and Adult Education, held a June 16 press briefing to announce award of $19.2 million to support 55 workplace literacy projects in 30 states and the District of Columbia. About half of the grants continue successful projects funded in previous cycles. The remainder are being funded for the first time. A total of 39 states plus the District of Columbia have had federally-funded workplace literacy projects (see map).

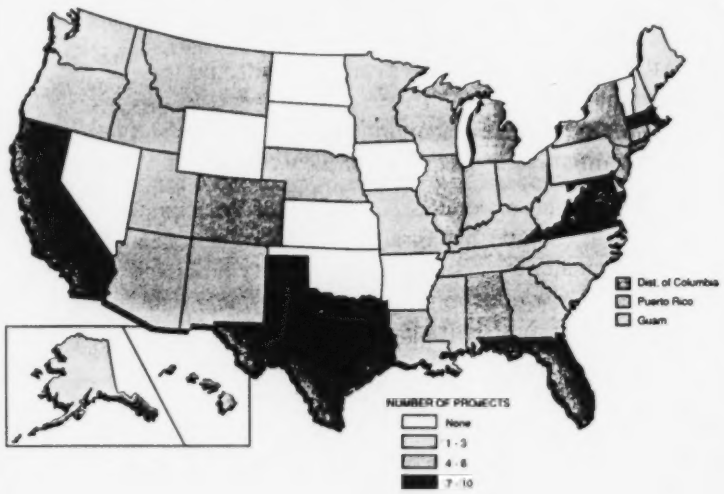
Joining Brand at the briefing were representatives from the Labor Education Achievement Program (LEAP) project, a state-wide effort led by the Maryland Department of Education and the Metropolitan Baltimore Council of AFL-CIO Unions; and from one of the project's local programs at the Eastalco Aluminum Company in Frederick, Maryland. Each discussed the success of the program from their unique perspective.

Speaking on behalf of the Metropolitan Baltimore Council of AFL-CIO Unions, Debra Brown-Felser described the union's critical role in encouraging workers to participate in education programs like that at Eastalco. She cited the partnership requirement of the National Workplace Literacy Program as the critical element in ensuring that workplace programs meet the needs of both management and workers.

Pat Bennett, project director for the Maryland Department of Education, cited improvements in worker self-esteem and confidence. This outcome was eloquently expressed by Viven Waldron, an Eastalco employee and participant in the program. Waldron related her experience in acquiring skills through the program that gave her the confidence to handle greater responsibility for decision-making and quality control. "In the past, when equipment problems arose," she stated "employees would wait until supervisors were called. Now, we handle it ourselves. This avoids lost time and productivity."

Waldron also cited Eastalco's change in management style as a contributing factor. This was echoed by Ed Whitbred, a potline superintendent with the company. Whitbred spoke of the challenge faced by Eastalco in a global market that motivated them to establish the education program as part of Total Quality Management effort. Improvement in employee basic skills has enabled them to solve problems through self-directed work teams, he said. The result has been a $500,000 reduction in production costs over the last year. *(Contact: Sarah Newcomb, 202/205-9872)*

Geographic Distribution of National Workplace Literacy Projects



Assistant Secretary Betsy Brand spoke informally after the briefing with Ed Whitbred, Potline Superintendent, and Vivien Waldron (c), an employee and participant in the workplace education program at Eastalco Aluminum Company, Frederick, Maryland. In opening the briefing, Ms. Brand stressed the Department's commitment to strengthening workplace literacy partnerships by working closely with labor, business and education

Maryland workers take LEAP into

■ Federal program enlists governments, unions, employers to aid employee literacy.

By Dina ElBoghdady
States News Service

WASHINGTON — Two thousand Maryland workers have "LEAP-ed" into a brighter future, thanks to federal grants that support workplace literacy programs.

Maryland's Labor Education Achievement Program (LEAP) is slated to receive $400,460 in July to fund the program's fourth year. With that money, LEAP hopes to help some 400 adults who lack high school-level reading, writing and math skills.

The U.S. Department of Education yesterday awarded $19.2 million in grants to 55 workplace literacy programs in 30 states, including Maryland.

The literacy program is part of President Bush's AMERICA 2000 strategy.

Betsy Brand, assistant secretary for vocational and adult education, said LEAP programs are unique because they benefit employed workers.

The programs consist of partnerships between at least one business or labor organization and an educational institution. In Maryland, LEAP combines the efforts of the Maryland Department of Education, the

WEDNESDAY, JUNE 17, 1992

more promising future

Metropolitan Baltimore Council of AFL-CIO Unions and several businesses.

Eastalco Aluminum Co., the largest industrial employer in Frederick County, joined LEAP in 1990. Some 130 workers have taken literacy courses that emphasize the technologies used at Eastalco.

"The results have been amazing," said Ed Whitbred, an Eastalco superintendent.

"Before this program, workers used to leave their brains at the door and then pick them up to go back home."

"Before these changes, everything was routine and quality wasn't important," agreed Vivien Waldron, an Eastalco employee who attended LEAP classes. "Now we're doing work that management used to do before, and we're putting more into it."

Other improvements include retaining more and firing fewer workers, lower costs because of less supervision, improved writing skills, better communication and fewer injuries, said Pat Bennett, Workplace Literacy Project Director in the Maryland Department of Education.

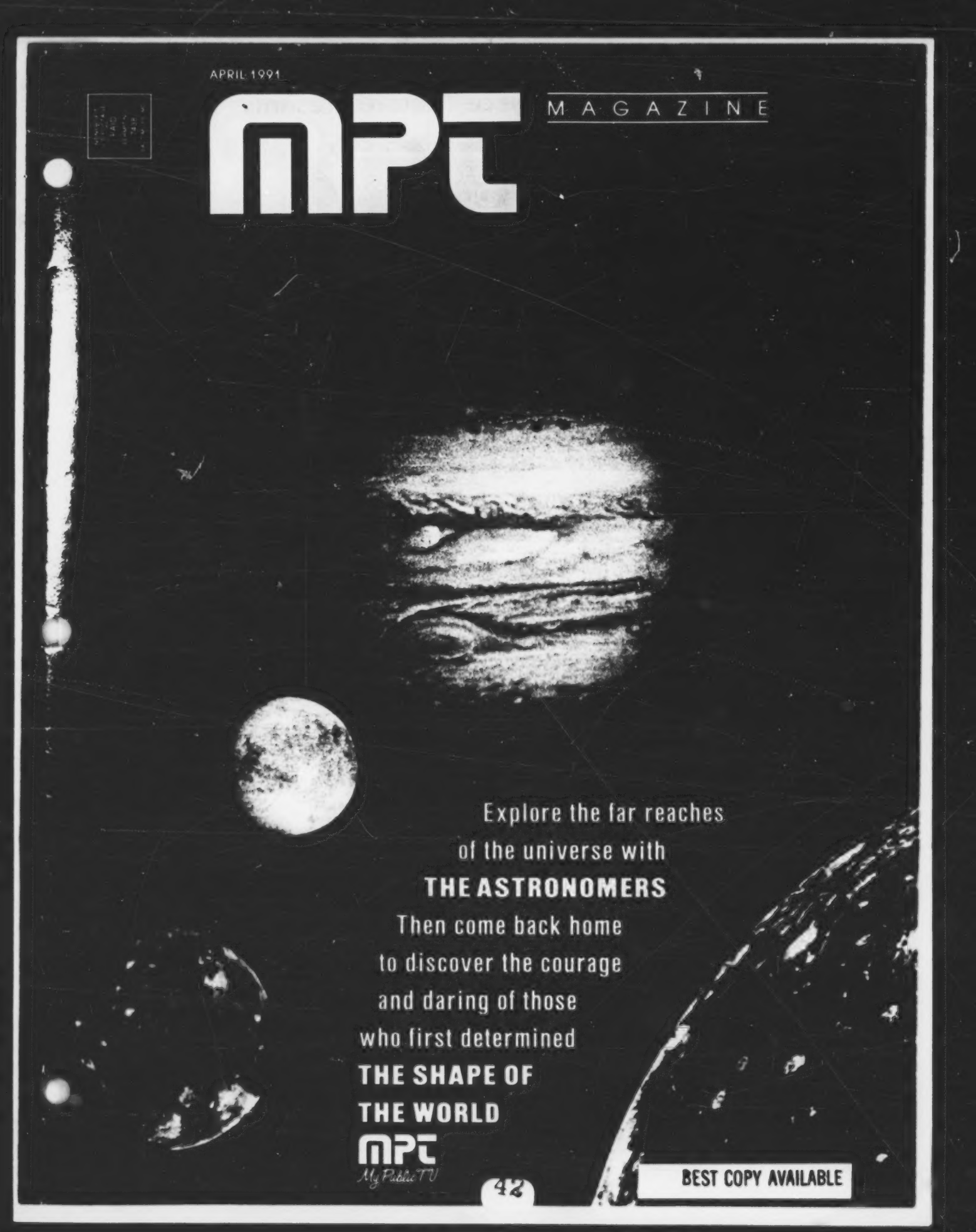
LEAP also emphasizes confidentiality.

40

41

APRIL 1991

MPT MAGAZINE



Explore the far reaches
of the universe with
THE ASTRONOMERS
Then come back home
to discover the courage
and daring of those
who first determined
THE SHAPE OF
THE WORLD

MPT
My Public TV

BEST COPY AVAILABLE

"If you never learn to read, you'll know only what you think," said teacher Margaret Forhan, at PS 165, New York City, in the year 1925. She was, by all accounts, a dedicated, underpaid, over-worked teacher, yet a maker of small miracles. She was a member of a profession that has seen little change in the 65 years following.

In his opening to *America's Schools: Who Gives a Damn?*, premiering April 1 and 2 at 10 p.m., Fred W. Friendly — a former student of Forhan's — wonders how her successors continue to give much of their lives to a career still considered to be thankless and on the lower end of the professional ladder.

The two-part program examines the causes and effects of the country's most compelling internal crisis — the failure to educate all students and the neglect of its prime natural resource, the children. Hypothetical case studies about causes and cures are presented by moderators Charles R. Nesson and Charles Ogletree of Harvard Law School and a panel of educators, policy-makers, and government and business leaders.

The first program views the role of the teacher as just one factor in the continuing dilemma of a failing public school system. The bureaucracy which encompasses administrators, parents, sch boards and the "system" is the other suspected culprit. Deborah Meier, Principal of New York's Central Park East Secondary School, says "I think teaching is an extraordinary opportunity. But it is filled with pain. It is filled with humiliation of an extraordinary degree." William Brock, former U.S. Senator and Secretary of Labor, adds, "The national will has been missing. The parental involvement has been missing . . ." Adam Urbanski, President of the Rochester Teachers Association, believes, "You won't really

continued on page 29

Photo: William Mills

Making the Grade

An MPT News Documentary on Education

April 2 at 8 p.m.
Repeats April 3 at 11:30 a.m. and April 4 at 11:30 p.m.

Rarely do we read about the status of education in America without hearing of the escalating dropout rate or of the growing problem of crime and drugs on school grounds. Yet despite those negative images, there are several stories of success here in Maryland, involving not only schools but also students of all ages.

John Rydell profiles a special program for troubled teens in Montgomery County, the expansion of the popular Montessori curriculum in Prince George's County public schools, the growth of adult literacy programs in Baltimore City, initiatives to advance the education level of those in the workplace and a new approach aimed at encouraging parental involvement in their childr education. John Rydell is reporter/producer; Everett L. Marshburn is executive producer.

LEVIN LEARN

LEVINDALE HEBREW GERIATRIC CENTER AND HOSPITAL

AUGUST 1991

EDITORS: Mary E. Lindenmuth, R.N.,C.
Carol F. Wynne, R.N.

Hallucinations; a source of pain in mental illness

She screams when she looks out of the window and sees her son hanging from a tree. She resists going to bed at night because alone in her room, when she tries to sleep, she smells poison gas coming under the door and through the window. When she looks at television, a voice speaks to her and says that someone is making plans to kidnap and kill her family.....He finds it hard to eat a meal because his food tastes strangely like metal. He remembers coming out of alcoholic binges when he felt like bugs were crawling under his skin. It's hard to talk about these sensations. Other people don't see or smell or hear or taste or feel the same things and they don't believe you. They get uncomfortable as you describe your experiences and they try to talk you out of it or reassure you that nothing strange is happening.....But she knows that a devil with red eyes is staring at her from the picture even as she speaks.....and he knows that when dinner comes, regardless of how good it looks, that metallic taste will be in everything. And eventually others who aren't having the same experiences tire of hearing your stories and label you crazy.....they don't know the pain and fear.

The individuals just described sound like they belong in a psychiatric hospital but they have been or are at Levindale. They are suffering from hallucinations or sensory perceptions which they believe are real despite evidence to the contrary----that is, they perceive something that does not exist. Hallucinations are always symptoms of a mental disorder which impairs the individual's ability to evaluate the world outside of himself. Hallucinations can also be induced by drugs, certain medical conditions, alcohol, and stress. They may involve any of the five senses (seeing, smelling, hearing, tasting, and feeling). Most of the time hallucinations are disturbing to terrifying. Occasionally they are benign. A wooly dog in the elevator or a small person who lives in the closet and talks when loneliness fills the night, can prove amusing or comforting.

LEVINDALE EMPLOYEES "LEAP" FOR SUCCESS

The Maryland State Department of Education, in cooperation with the Metropolitan Baltimore Council of AFL-CIO Unions, developed classes for union members throughout Baltimore City and Baltimore, Anne Arundel, Howard, Harford, and Cecil counties called "Project LEAP" (Labor, Education Achievement Program). The goals of "Project LEAP' were to:

1) improve workplace skills and,
2) provide an opportunity for employees (and their families) to improve educational skills.

One-third of the employees enrolled in the program state-wide have attained or are preparing for their GED.

Levindale was fortunate to have been chosen as a "Project LEAP' site and four of our nursing assistants completed the 8-week course to improve workplace skills. Those employees were: Mary Adams (NH2); Clarice Squires (M2); Yvonne David (M2); and Paula Hawkins (NH2). They received certificates for their efforts and were honored during a ceremony held at Union Headquarters.

Mrs. Mary Adams enrolled in the program because she felt there is "always something new you can learn". She found she benefited most from the sessions on improving communication skills and problem-solving. Discussing worked-related problems in a non-threatening environment was important to dealing with her stress. The bonus, for Ms. Adams, came when she applied what she had learned on the job and saw results.

Ms. Paula Hawkins seconded Ms. Adams' enthusiastic endorsement of "Project LEAP" by saying that the instructor was a down-to-earth teacher who promoted an atmosphere of trust and cohesion. "We were a caring group that supported each other" said Ms. Hawkins. Symbols of participant success, a form of positive feedback, came from their instructor as the participants received flowers, candy, and consistent praise.

Educational skills were assessed on an individual basis and students were encouraged to work at their own pace on areas that needed improvement. The reviews of math, English, literature, and science did bring back memories of high school. The cirriculum so intrigued Ms. Adams, that she now has thoughts of going back to school to study communication. Ms. Yvonne David also voiced enthusiasm about refreshing dormant skills.

Ms. Squires, a "Project LEAP" student, wants to continue in the program and is now planning to study for her American GED.

All four of these "LEAP' graduates felt that any employee would benefit from this course. This was an easy and convenient way to work on improving literacy skills and obtaining knowledge for a GED. The new employee can further develop workplace and stress management skills in a relaxed environment. According to all of Levindale's "LEAP" participants, the monitary incentive awarded them at the completion of this course did not begin to match the pride of accomplishment that each felt as a result of 8 weeks of hard work.

There will be a new class forming in the fall. Watch for signs on the bulletin board outside the Nursing Supervisors' Office or call your union delegate.

LEAP FOR YOUR SUCCESS!!

Carol F. Wynne, R.N.
Staff Development Instructor

****

NURSING ASSISTANTS - CONGRATULATIONS!

The Nursing Assistants listed below had excellent attendance at staff development inservices. These employees, by evidencing a desire to learn and update their skills, are a valuable asset to Levindale patient care. Keep up the interest, desire, and professionalism necessary to advance your careers.

New Hall 1

Shelby Goins
Monique Foy
Merlene Lilly

New Hall 2

Doris Johnson
Paula Hawkins
Shirley Dargon

Burk 1 and Burk 2

Hannah Heckstall
Rebecca Pugh
Betty Webb
Emma Gethers

Meisel 2 Psych & LTC

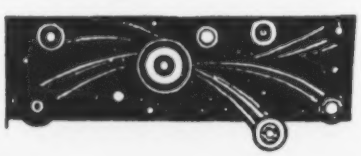
Roszella White
Claris Squires
Debra Hayes

Meisel 1

Kent McCray
Rosemarie Wilson
Marion Waters

MGE & MGW

Doris Day
Nicole Monroe
Grace Mayfield



The Aluminator

Maryland Work With Pride

Volume Three, Number 1
Eastalco Aluminum Company
February 1992

PRODUCTIVITY/QUALITY RECOGNITION AWARDED

In mid 1991, Eastalco applied for the U.S. Senate Productivity Award for Maryland in the manufacturing category. There were over 200 applicants. This award is given annually to recognize Maryland organizations that excel in productivity and quality achievement. The purpose of the award is to promote:

- Awareness of productivity and quality as vital elements of competitiveness;
- Improvement of productivity and quality in Maryland organizations; and
- Sharing of information on successful productivity and quality improvement strategies.

In 1991, for the first time, the U.S. Senate Productivity Awards and the Maryland Center Productivity Awards were combined into a single selection process. The application, a 20-page document, was also modified to include Human Resources and parallel the Malcolm Baldrige Award. In August, we learned we had been selected as one of four finalists and would receive an on-site visit.

"Techniques such as problem solving teams, statistical process control charts and conferences, joint labor-management task groups and strategic supplier partnerships are all pieces in a formal Eastalco structure which promote their quality,strategy.

"By increasing employee productivity and improving materials efficiency, Eastalco has been able to decrease production costs by 20 percent over the last five years. At the same time, they have been able to enhance their efforts in the areas of training, safety, environmental improvement, conservation and community involvement."

"These successes have been made possible by the commitment and dedication of all Eastalco employees," Senator Sarbanes further stated. "The working relationship between the Company's management and labor groups has been nurtured with programs that promote participation, continuous improvement and employee excellence."

"...the productivity and

"...this prestigious award

WORKS MANAGER'S MESSAGE

1991 In Review

Last year was a very good year operationally for Eastalco. Continued progress was made in technical results. Financial results were only fair due to a depressed world economy and declining metal prices.

Safety improved again with a 33% reduction in serious accident incident rate compared to 1990. The rate of 3.66 serious accidents/100 manyears worked is the lov est rate in the last seven years. Unfortunately, a greater percentage of these accidents resulted in lost time than in 1990.

Technical results were impressive with plant records for current efficiency at 90.93%, potline amperage at 137.908 K amps, production per pot day at 2,226.2 lbs., net carbon at .411 lbs. of carbon/lb. of metal, average pot life of 2,394 days, and average production per day at 1,043,800 lbs.

Eastalco employees received recognition from Maintenance Technology Magazine as the Best Maintenance - Large Industrial Plant. The University of Maryland Center for Quality and Productivity awarded our employees their award for Excellence in Labor-Management Relationships.

Significant progress has been made in reducing waste from the process and recycling materials. Waste sent to the Frederick County landfill was reduced by 65% and waste oil was reduced by 31%.

The plant produced and sold 4,454 tons of pot lining paste. Most of this material was sold to the two new smelters being built in Canada. In addition, 5,212 tons of excess bath was sold to the new Alumax smelter in Canada.

The year was not without its problems, however, and the most serious was the transformer explosion in the substation yard which greatly impacted potline operations and almost resulted in Potline A freezing. Only excellent cooperation, knowledge, and hard work by many of our employees enabled us to keep the Potline running and damage at a minimum.

Recent Visitors to Eastalco

Welding Society Students

USEPA Toxics Engineers

MD State Board of Education and AFL-CIO Reps.

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STATE OF MARYLAND

PROCLAMATION

From the Governor of Maryland, William Donald Schaefer

PROJECT LEAP DAY
JUNE 29, 1992

WHEREAS, Throughout the decades, Maryland has been blessed with a dedicated and highly skilled workforce that has contributed immensely to a strong and productive economic climate for this state... and, to ensure that our citizens have the ability and knowledge to effectively meet the demands and challenges of a changing technological society, it is vital they receive proper training and instruction; and

WHEREAS, Project LEAP, the Labor Education Achievement Program, seeks to nurture such sound and productive goals by instructing workers in areas including problem-solving, creative thinking, reading, vocabulary and math skills... and businesses are helping to contribute to the ongoing success of this popular program by offering employee incentives to encourage employees to enroll in classes; and

WHEREAS, Project LEAP is a partnership between the Maryland State Department of Education and the Metropolitan Baltimore Council AFL-CIO Unions, is funded by the United States Department of Education and United Way of Central Maryland, and features classes in Baltimore City and Anne Arundel, Baltimore, Carroll, Cecil, Frederick and Harford Counties; and

WHEREAS, Maryland is pleased to join in honoring the outstanding working men and women who have participated in the Workplace Literacy Program, as Project LEAP has allowed them to achieve their full potential while meeting the present and future needs of Maryland businesses.

NOW, THEREFORE, I, WILLIAM DONALD SCHAEFER, GOVERNOR OF THE STATE OF MARYLAND, do hereby proclaim June 29, 1992 as PROJECT LEAP DAY in Maryland, and do commend this observance to all of our citizens.

Given Under My Hand and the Great Seal of the State of Maryland
this 29th day of June
One Thousand Nine Hundred and Ninety-two

William Donald Schaefer
Governor

CITY OF BALTIMORE

Citizen Citation

TO

DARLENE RICE

I, Kurt L. Schmoke, Mayor of the City of Baltimore, do hereby confer upon you this citation in recognition of: YOUR ACHIEVEMENT IN THE LEAP PROGRAM CLASSES.

Given under the Corporate Seal of the City of Baltimore this 10th *day of* June, *one thousand nine hundred and* ninety-one

Kurt Schmoke
MAYOR

CERTIFICATE OF ACHIEVEMENT

Maryland State Department of Education
Metropolitan Baltimore Council AFL-CIO Unions

Presented to

_____

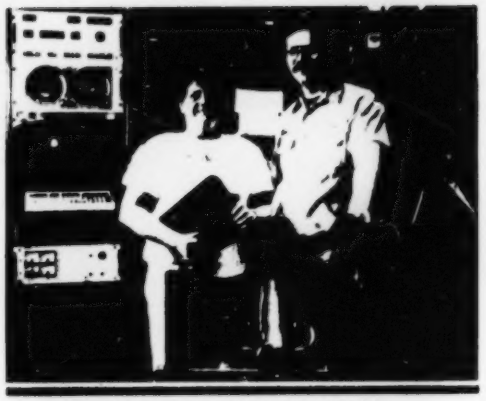
for participation in the

Labor Education Achievement Program

June 29, 1992

Nancy S. Grasmick
Superintendent of Schools
State of Maryland

Ernest R. Grecco
President
Metropolitan Baltimore Council AFL-CIO Unions



The success of PROJECT LEAP is due to a partnership between education, business and labor. Each sector provides an integral key to employee training:

THE MARYLAND STATE DEPARTMENT OF EDUCATION
provides quality instructors and a curriculum designed for the workplace.

LABOR
provides recruitment, support services and counseling.

MANAGEMENT
provides employee incentives such as paid release time, classroom space, and support for the program to encourage employees to join and complete the course.

For information on bringing PROJECT LEAP's success story to your workplace, contact the Metropolitan Baltimore Council of AFL-CIO Unions at 301-242-1300 or the Maryland State Department of Education at 301-333-2175.

PROJECT LEAP

★ LABOR EDUCATION ACHIEVEMENT PROGRAM ★

"A more educated employee is a better worker. If he or she can read and write better than in the past, obviously it has an effect..."

Ernie Grecco
President
Metropolitan Baltimore Council, AFL-CIO Unions

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THE WORKPLACE OF THE 90's IS INCREASINGLY COMPLEX, and qualified employees are a scarce resource. With 75% of the workforce for the year 2000 already on the job today, upgrading the skills of current workers is not just economically feasible and beneficial; it is critical.

But overall, about 15% of America's current workforce is functionally illiterate, according to a 1983 Center for Public Resources Survey of Basic Skills in the United States Workforce.

In some cases, the lack of workplace skills can affect safety, integration of new technologies and even customer satisfaction. Businesses are beginning to recognize that development of critical workplace skills requires a partnership between business, education and labor.

ONE PROGRAM designed to improve employee skills already is delivering results for Maryland's businesses. PROJECT LEAP - LABOR EDUCATION ACHIEVEMENT PROGRAM - is more than just an adult literacy program. This demonstration project, funded by the U.S. Department of Education, is designed to teach basic workplace competencies.

Administered by the Metropolitan Baltimore Council of AFL-CIO Unions and the Maryland State Department of Education, PROJECT LEAP focuses on improving the skills and techniques workers need in a competitive workplace.

Each program is tailored to the needs of a particular workplace. Instructors develop a curriculum for each worksite using its specific machinery, tools and tasks. What employees learn in class is immediately applicable on the job. Coursework also is developed to improve skills in problem solving and creative thinking, as well as teamwork and communication.

PROJECT LEAP stimulates educational achievement for generations of workers.

NATIONAL STUDIES suggest that investments made in training workers with low skill levels may be of even greater value than investments made in upper management employees.

"It's absolutely clear to me that business is going to have to educate the workforce, if only to have enough people to fill the jobs."

Hank Butta
President
C&P Telephone Company

"My boss jokes with me whenever he knows I've been coming to school.... I say, 'yeah, but whenever you want something spelled, who does the spelling for you?"

Becky Rametta
Project LEAP
Participant
Maryland Specialty Wire Company

According to evaluation of on-going programs, employees enrolled in PROJECT LEAP show dramatic improvements in test scores, particularly in math. Their communication skills improve in the areas of reading, writing, grammar and speaking. And with educational achievement they enjoy increased pride, both on the job and at home.

More than 650 people participated in PROJECT LEAP during its first session. One third of the employees who started the program without high school diplomas have attained or are preparing for a GED.

"The payoff will be a workforce that can respond to change, and adjust to different environments."

Dr. Joseph Shilling
Maryland State
Superintendent
of Schools

AS THE DECADE OF THE 90's BEGINS, BUSINESSES are taking the steps to develop an educated workforce–skilled not only in a job, but in thinking, communicating and learning. PROJECT LEAP is the place to start. ★

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3rd Annual Recognition Ceremony

Project LEAP

Labor Education Achievement Program

June 29, 1992

Martin's Champagne Room
2701 West Patapsco Avenue
Baltimore, Maryland 21230

PROGRAM

Welcome	Debra Brown Felser Project Director, LEAP
Master of Ceremonies	Jayne Miller WBAL-TV, Channel 11
Greetings	Dr. Nancy Grasmick State Superintendent of Schools
	Ernest Grecco President, Baltimore Council AFL-CIO Unions
Proclamation from Governor	Hon. John Jefferies Member, House of Delegates
Remarks	Hon. Kurt Schomke Mayor, City of Baltimore
	Hon. Roger Hayden Baltimore County Executive
Presentation of Outstanding Students Awards	Charles Talbert Branch Chief Adult & Community Education, MSDE
Presentation of Student of the Year Award	Ernest Grecco
Presentation of Students Certificates	Eric Byrd Coordinator, Project LEAP, MSDE
Closing Remarks	Charles Talbert

RECEPTION

PROVIDERS

New Community College of Baltimore, Carol McKinnon, Director of Literacy and Related Services

Baltimore City Literacy Corporation, Maggi Gaines, Executive Director

Baltimore County Public Schools, Office of Adult Education, Betty Young, Supervisor of Adult Basic Education, GED and ESOL

Carroll County Public Schools, Alternative Programs, Larry Norris, Administrator

Cecil Community College, Elkton Center of Adult Education, Joseph Rose, Coordinator of ABE/GED

Frederick County Public Schools, Richard Ramsburg, Principal of Adult Education and Evening High School

Harford Community College, Judy Conway, Coordinator of Literacy Education

Wor-Wic Tech Community College, Jim Yackley, Director of Business and Industry

PROJECT LEAP IS CO-SPONSORED BY
Maryland State Department of Education
Metropolitan Baltimore Council AFL-CIO Unions
AND FUNDED BY
U.S. DEPARTMENT OF EDUCATION
UNITED WAY OF CENTRAL MARYLAND

Project LEAP wishes to thank the following for their generous support of the Recognition Ceremony:

AFSCME COUNCIL 67

BAKERS LOCAL 68

CITY UNION OF BALTIMORE LOCAL 800

GIANT FOOD, INC.

HARBOR CRUISES, LTD.

INTERNATIONAL ASSOCIATION OF MACHINIST LOCAL 1784

JOHN'S ITALIAN DELI

MARYLAND SPECIALTY WIRE

NATIONAL AQUARIUM AT BALTIMORE

OIL, CHEMICAL AND ATOMIC WORKERS LOCAL 8-2

OMNI INTERNATIONAL HOTEL

UNITED FOOD & COMMERCIAL WORKERS LOCAL 27

OUTSTANDING STUDENTS
June 29, 1992

BALTIMORE CITY:

Martin W. Blake, Ripken Learning Center
Viola C. Bryant, Ripken Learning Center
Kenith Ching, Ripken Learning Center
William Cirigliano, Department of Transportation
Charles E. Dixon, Department of Transportation
Ronald W. Lang, Department of Transportation
Clara Matthews, Health Care 1199-E S.E.I.U.
Betty J. Ward, Maryland Rehabilitation Center
James Waters, Booker T. Washington Middle School
James Willis, Maryland Rehabilitation Center

BALTIMORE COUNTY:

Mary E. Cole, Levindale
Charles Darden, I.B.E.W.
Marie M. Griffin, London Fog
Usha M. Patel, Lion Brothers
Martha O. Talley, Lion Brothers
Janet M. Velte, Building Trades
Walter L. Womack, Maryland Specialty Wire

CARROLL COUNTY:

David Stem, Lion Brothers

HARFORD COUNTY:

Ora Lee Potter, Harford Highways
Gary Smith, Harford Highways

STUDENTS

BALTIMORE CITY

BOOKER T. WASHINGTON MIDDLE SCHOOL

Teachers:
Bernard Harrison
Thomas L. Stephens

Learning Advocates:
Maggie Griswold
Levander Little

Abdullah, Saidah T.
Beane, Carolyn E.
Boyd, Deborah L.
Branch, Jonathan
Briscoe, David R.
Brooks, Donald E.
Brooks, Ronald C.
Carter, Lorraine
Dammons, Dalmutha
Fenwick, Teressa
Griffin, Greer M.
Howard, Raymond
Johnson, Cornell M., Jr.
Jordan, Arnita T.
McDowell, Marcia F.
Purdie, Barbara
Rogers, Cheryl L.
Waller, Lawrence H.
*James Waters

DEPARTMENT OF TRANSPORTATION

Teacher:
Cathy Permut

Learning Advocate:
Enzelee Faulk

Arizzi, Tina
Booze, Arcardio D.
*Cirigliano, William
*Dixon, Charles E.
Flynn, Robert J.
Grunnel, Thomas
Hajek, Joseph
Henderson, Steven R.
Lang, Andrew L.
*Lang, Ronald W.
Lowery, Jim M.
Nelson, Donald G.
Scott, Sandra J.
Stack, Isaac, Jr.
Veneralli, John
White, Darryl

STUDENTS

WICOMICO COUNTY

NANICOKE SEAFOOD

Teachers:
Samuel Sipe
Susan Olsen

Bell, Karen
Brown, Beverly J.
Conway, Doris L.
Dennis, Calvin J.
Gaines, Iva M.
Hopkins, Susan D.
Hull, Shirl R.
Jackson, Quentin M.
Norman, Jeffery L.
Nutter, Lavinia V.
Waters, Michelle V.
Wright, Linda R.

* Denotes Outstanding Students

HARTZ

Teacher:
Helen Tognetti

Boone, Debbie
Caliskan, Munir
Chen, Cui Cheng
de Bonilla, Marcelina R.
Digges, Wasana C.
Fuller, Lorraine
Gilbert, Bunchuay
Gonder, Brenda
Gutekunst, Wendi
Harris, Mary
Jacobs, Diane L.
Kline, Dolores
Kwon, Byung Hui
Kwon, Myung Jeu
May, Mary F.
Meszaros, Teresa M.
Morgan, Deborah
Nash, Karen A.
Orndorff, Linda
Osborne, Kathy M.
Pau, Khai C.
Peng, Zequo
Rein, Paula
Rhodes, Rose L.
Roberson, Joyce D.
Scott, Mable E.
Simms, Jeanette
Smith, Betty
Staub, Kitty
Stotler, Constance
Thompson, Janice
Vanderpool, Loretta
Whipp, Edith R.
Winpigler, Maryellen

HARFORD COUNTY

HARFORD HIGHWAYS

Teacher:
Doris Moon

Cornett, Charles R.
Harrison, Michael M.
Jennings, Rose Marie T.
Lee, Lester E., Jr.
Morrow, Sherry A.
Norton, Kenneth E.
Overbay, Benny G.
*Potter, Ora Lee
Reachard, Sandra D.
Scarborough, Mary J.
Sexton, Tracy L.
*Smith, Gary Lee
Wilmoth, Vernon S.

STUDENTS

HEALTH CARE, 1199-E D.C. SEIU

Teachers:
Aurora Chambers
Barain Ferguson

Learning Advocates:
Pat Hill
Siester Scrivens
Betty Tanner

Adams, Glenwood J.
Adams, Icylee
Arline, Preston L.
Bell, Sarah
Boynton, Roberta N.
Brown, Ann W.
Carter, Berneta V.
Chavez, Latasha D.
Covington, Ruby M.
Gibson, Jerry M.
Green, Kevin D.
Green, Robert L.
Jackson, Frederick M.
Jordan, Richard W.
Lucas, Loretta C.
*Matthews, Clara P.
Saunders, Robin T.
Thompson, Margaret S.
Williams, Bernadette M.

MARYLAND REHIBILITATION CENTER

Teachers:
Cornelia North
Melissa James

Learning Advocates:
Kathy Chopper
Robert Davis
Nancy Smith

Alexandris, Constantine
Andrews, Carolyn S.
Bailey, Vernon L.
Cornish, Veda L.
Craddock, Ada
Daughton, Florence L.
Dennis, Ronald
Diggs, Dionne M.
Dunston, Herbert G.
Green-Dawson, Linda A.
Hawkins, Mattie M.
Matthews, Rocky Dewayne
Murphy, Walter Lee
Paylor, Barbara A.
Rucker-Hairston, Shirley
Smith, Emanuel
*Ward, Betty J.
*Willis, James
Willis, Jennifer

STUDENTS

RIPKEN LEARNING CENTER

Teachers:
Dr. Thelma Yarborough
Randy Chase
Gloria Summerville
Charles Presbury
Erlinda Argetsinger

Learning Advocates:
Gwen Crawford
Clarence Hodges
Nancy Malone
Karen Morton
Ernestine Wiggins

Agurus, Valerie A.
Baylor, Benjamin F.
Baylor, Pattie M.
Baysmore, Duane A.
Beattie, Robert J.
*Blake, Martin N.
Blake, Melvin
Booker, Juanita
Boozer, Delano R.
*Bryant, Viola C.
Carr, Theresa G.
Carter, Mary G.
*Ching, Kenith, Jr.
Christian, Thelma L.
Clayborne, Bessie
Coleman, Roger
Cooper-Milligan, Brenda A.
Dandridge, Rosetta
Davis, Barbara A.
Denton, Larry J.
Dogan, Matthew W.
Faison, Chantel Y.
Feaster, Diane D.
France, Frances
Gaines, Terrie O.
Garrett, Delores A.
Garrity, Marie P.
George, King, Jr.
Gold, Deirdre S.
Hall, Myrtle
Harley, Bernice
Hatchett, Vanessa J.
Hawkins, Frances S.
Henry, Lewis J.
Hood, Jacquelyn A.
Jackson, Nira E.
Johnson, Agnes M.
Jones, Daniel D.
Jones, James T.
Jones, Lealer V.
Jones, Mack A.
Jones, Patricia D.
Lindsey, Joyce
Logan, Sharon E.
Lumpkins, Willie Mae
Mapp, Scott
McClain, David E.
McGlone, Evelyn V.

STUDENTS

Bowens, Paul
Byrd, Richard
Clingan, Charles
Coleman, William
Cooper, James
Cross, Charles
Darr, Terry
Davis, Franklin H., Jr.
Davis, Kevin
Davis, Rodney
Davis, Willard
Droneburg, Robert
Duval, George, Jr.
Eaton, Dennis
Finneyfrock, Davis
Forcino, Mike
Forrest, James
Fox, John
Fredericks, George
Glass, Richard
Gouker, Thomas
Gower, Richard
Green, Claude, Jr.
Hamby, Robert
Hedges, John
Hultsch, Robert
Hutzell, Donald
Itnyre, Charles R.
Jackson, Dennis
Jenkins, Charles
Jones, Glenn
Keefer, Keith L.
Kline, Dale
Koogle, Eric
Kuhn, John R.
Leggett, Gary
Lewis, Dale L., Jr.
Lloyd, Richard
Mann, James
Miller, Morris
Miller, Rush
Muller, Gary
Myers, Theodore
Naylor, James
Ness, Leo E.
Nutter, Luther, Jr.
Peregoy, William
Rowe, John
Sagal, George Paul, III
Sagle, John, II
Smith, Charles
Strine, Edward
Tucker, Gerald
Waldron, Vivian K.
Wars, Edward
White, Patricia
Whitter, Michael L.
Wiles, Barrie
Williams, Terry, Sr.
Willis, Bernard

STUDENTS

Maryland Specialty Wire, con't

Rametta, Rebecca E.
Swank, Larry J.
Tolbert, Gloria J.
Waters, Carolyn D.
Wilhide, Craig L.
Williams, Daniel M.
Williams, Deborah S.
*Womack, Walter L.

CARROLL COUNTY

LION BROTHERS

Teacher:
Patricia Tyler

Crowus, Shirley A.
Funkhouse, Betsy E.
Hale, Anna
Martin, Ruth V.
Stanley, Lisa A.
*Stem, David
Topper, Deborah J.

CECIL COUNTY

BLUE CHIP

Teacher:
Renee Creswell

Anders, Ada Mae
Anders, Janetta L.
Clay, Don L.
Cole, Debra J.
Robinson, Cynthia L.
Winters, Debroah

FREDERICK COUNTY

EAST ALCO

Teachers:
Kathy Olivier
Darlene Carver

Adams, Joseph
Athey, Daniel, Jr.
Bates, Anna M..
Beard, Harry
Bell, Roger
Boone, Clark, Jr.

STUDENTS

Minter, Pamela L.
Morris, Lennor F.
Payne, Charlie W.
Pearson, Margaret B.
Purvis, Teresa E.
Redd, Novella
Reinhardt, Richardt D.
Riley, Maurice R., Jr.
Roseborough, Darcell D.
Ross, Cheryl L.
Sharp, Shirley A.
Shearn, Rose M.
Smith, D'Renato H., Sr.
Smith, Roslyn
Spencer, Shirley E.
Staten, Nancy B.
Strong, Wilbert H.
Swinson, Marcella M.
Thompson, Theresa
Waters, Mary J.
Watkins, Robert L.
Whitaker, Deliah L.
Williams, Calvin M.
Williams, Karen A.
Williams, Wanda L.
Womack, Margaret L.
Wooten, Dorothy M.

BALTIMORE COUNTY

BUILDING TRADES

Teacher:
John DelFerro

Carter, Phillip L.
Dean, Dwayne F.
Floyd, Kenneth R., II
Kmoch, Gary E.
Krysztowski, Walter
Long, Michael W.
Los, Ronald G.
Marsch, Raymond W.
Rogers, Mark C.
Schmidt, Catherine F.
*Velte, Janet M.

I.B.E.W.

Teacher:
George Amoss

Alexander, Philip R.
Bean, Phillip L.
Boyer, Patrick W., Jr.
Collins, Billy A.
Currence, Rodney B.
*Darden, Charles

STUDENTS

I.B.E.W., con't

Foca, Nick S.
Gallatin, Albert F.
Glynn, Christopher D.
Grauer, David
Grubowski, David F.
Hartman, John C.
Lawrence, Marcel D.
Martin, Martin Shawn
Mutschler, Brian J.
Paplauckas, Gregory F.
Smith, Aaron A.
Smith, Isaac
Tooks, Preston R., III

LEVINDALE GERIATRIC CENTER

Teacher:
Priscilla Bright

Learning Advocate:
Carolyn Davis
Darryl Pertee

Adams, Mary E.
Carr, Pearlie M.
Clarke, Barbara
*Cole, Mary E.
Gibson, Augustine
Heckstall, Hannah
Pugh, Rebecca
Scovens, Ella M.

LION BROTHERS

Teachers:
Judy Jump
Patricia Tyler
Deb Welle

Borum, Pauline G.
Brooks, Patricia M.
Brown, Fadria
Davis, Carolyn
Delwadi, Chetana
Desai, J.J.
Desai, Minaxi Dilip
Fain, Lillie M.
Gallman, Darlene
Gurvich, Jacob Y.
Kern, Bonnie
Kravets, Oleg
Leake, Betty J.
Maddox, LaTangela L.
Meeking, Robert E.
Patel, Manubhai R.
*Patel, Usha M.
Price, Helen D.
*Talley, Martha O.
Zorina, Sofiya

STUDENTS

LONDON FOG

Teachers:
Sandra Beane
June McCauley

Volunteer:
Marge Gilbert

Learning Advocate:
Irene Burrell
Darryl Pertee

Boyer, Jenette F.
Chui, Mei Kwan
Davis, Manuel M.
Day, Betty L.
Dorsey, Catherine P.
Ervin, Betty J.
*Griffin, Marie M.
Hamlin, Urscille M.
Hester, Marcellus L.
Johnson, Georgia W.
Johnson, Tyrone L.
Mitchell, Della M.
Nguyen, Kim D.
Nguyen, Loan Kim
Nguyen, Nga
Osborne, Sheila
Pearl, Margaret J.
Powell, Ella
Torres, Generosa M.
Townes, Gladys N.
Tyson, Carmine
Williams, Lillian L.
Xu, Yuxin
Zorre, Reina I.

MARYLAND SPECIALTY WIRE

Teacher:
June McCauley

Volunteer:
John Wall

Learning Advocate:
Carolyn Waters

Butler, Marie Y.
Dixon, George S.
Fallon, Marilyn R.
Flowers, Daniel K.
Gill, Georgiana
Hirsch, Diana M.
Hook, John J., Jr.
Johnson, Clifford
Jones, Steven L.
Kelley, William L., Jr.
Lafoille, Janet E.
Longridge, Robert L.
Mullen, Norrine H.